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MI Chapter 10

This chapter talked a lot about how we can address multiple intelligences in our assessments. Several times throughout our readings I've started to feel frustrated because I felt many of our readings have been nearly identical and coming up with new reactions to the material didn't feel honest, fortunately in this chapter it was not the case. I spent so much time thinking about how to incorporate students with different MIs, that I kind of glossed over the fact that our assessments may not accurately show what our students learn if we don't attempt to make those accommodating to those needs as well. One method I thought was interesting and in my personal experience had been helpful was to give students an opportunity for an oral exam as opposed to a regular test. For someone like me who often talks through something to understand it giving students like myself the opportunity to illustrate an understanding of the material without the pressure of having to write something concrete and unwavering might be helpful. I think it's very important that as long as we are talking about multiple intelligences that we are also talking about multiple means of assessment. If we only assess students from the perspective of specific kind of intelligence then we will surely miss out on what could be great understanding of the material.